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ABSTRACT

This study examines faculty development carried on through school-based inservice programs, and looks at ways that a teacher-librarian can initiate or participate in such programs. Separate sections review the relevant literature; explore the roles of teacher-librarians in inservice programs (e.g., as change agents, curriculum consultants, school network links, and resource persons in team teaching); give examples of these roles as they have been implemented in Brisbane; list support services related to personnel, materials, and funding; and provide guidelines for practitioners. A general bibliography and annotated bibliography of specific resources precede a sample instrument used to gain pertinent information from teacher-librarians. (FM)

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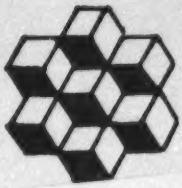

STUDIES IN SCHOOL LIBRARIANSHIP: 2

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A GUIDEBOOK AND DIRECTORY FOR TEACHER-LIBRARIANS ON SCHOOL-BASED IN-SERVICE

R.J. Leo Watt

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FOREWORD

Very little has been written on the teacher-librarian's in-service role in the school. This study examines teacher development carried on through school-based in-service and looks at the ways that a teacher-librarian can initiate or participate in such in-service. It provides examples of what some teacher-librarians have been able to do in Brisbane and gives a comprehensive list of support services – information on personnel, funding and materials. Finally, it provides practical guidelines for teacher-librarians involved in in-service.

This document was originally prepared by Leo Watt as a 'major study' which he submitted for the Graduate Diploma in Teacher-Librarianship at Kelvin Grove College of Advanced Education. Because it contains information of considerable practical value this paper is being made available in this way as part of our series.

Roy Lundin
Head, Department of School Librarianship

SECTION 1

INTRODUCTION AND METHODOLOGY

The teaching profession has seen many changes and developments in education in recent years. One interesting trend has been the movement for in-service education for teachers who have completed their pre-service studies and are actually teaching in schools.

For some time now, the movement towards a specific type of in-service, school-based, has grown in popularity. It aims at improving the quality of education by promoting the personal and professional growth of each teacher in the school.

This study, while looking at broader aspects of in-service, concentrates on school-based teacher development. It looks at it in both primary and secondary schools in Queensland, and attempts to relate what teacher-librarians can do, and in fact are doing, in this field of in-service.

It would seem that very little has been written on the teacher-librarian's in-service role. This study may, then, be a valuable resource for teacher-librarians. It aims at being a guide-book and directory for them when they wish to participate in or initiate some form of in-service in their school. It incorporates many examples of teacher-librarian involvement, provides practical help on how to contact support people and obtain resources and funding. While some of these details apply only to Queensland, most of this study will be of assistance to teacher-librarians anywhere.

*****

The methodology has involved: reading and research about in-service; interviewing several teacher-librarians known to have been involved in in-service; interviewing Co-ordinators of In-service in the State and Catholic school systems in Queensland; researching the support services for school-based programs.

After clarifying some of the terms used, this study presents a review of the relevant literature on in-service and a rationale for school-based in-service in particular. It then investigates available library literature, sparse though it may be, on the role of the teacher-librarian in school-based in-service.

Next, it reports practical examples of teacher-librarian experience in

in-service on various levels in the school. This is not an exhaustive list of everything that can be done or has been done; it is but a sample of what has been achieved by some teacher-librarians in the Brisbane area who have been known to be involved in school-based programs and have shared this experience for the benefit of other teacher-librarians.

This study provides a directory on support services that a teacher-librarian can call on. There are detailed lists regarding personnel, materials and information on funding.

Finally, it offers some guidelines to help teacher-librarians in their in-service work. The guidelines result from research into the literature mentioned, and from the experiences (successes and failures) of teacher-librarians.

Two appendices are included; the first is an annotated bibliography of some literature of special assistance to school librarians; the second is the instrument used to obtain relevant information from teacher-librarians known to have been active in in-service work.

SECTION II

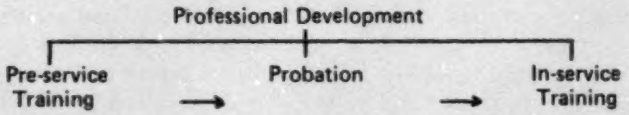
A REVIEW OF THE LITERATURE ON SCHOOL-BASED IN-SERVICE

A. Clarification of terms used

In the literature on in-service one finds several terms used rather loosely: "in-service", "professional development", "teacher development" and "staff development".

"Professional development" is a wider term than all the others. The James Report defined it to be "the whole range of activities by which teachers can extend their personal education, develop their professional competence and improve their understanding of educational principles and techniques". (James, 1972)

This seems a valid definition that includes experiences and training occurring along a continuum, beginning with pre-service and then continuing at regular intervals for the demands that a teacher faces during his career. It might be represented thus:



Adams defines in-service in almost the same terms as the James Report, as "the development of the individual which arises from the whole range of events and activities by which serving teachers can extend their personal, academic or practical education, their professional competence and their understanding of educational principles and methods". (Adams, 1975:37)

The Australian Schools Commission limited the concept of in-service to *planned* experiences, when it said that "In-service education embraces all the planned experiences which a qualified teacher may undergo for the purpose of extending his professional competence". (Schools Commission, 1973:119)

A similar definition was given by Harris, who defined it as "planned activities for the instructional improvement of professional staff members". (Harris, 1969:2) He then went on to say that it applies not just to teachers, but "others who have enormous influence on the instructional program and who require in-service education, too. They include such people as librarians,

counselors, principals . . . . ." (Harris, 1969:3)

This year, 1978, the Brisbane North Branch of the State Development Committee accepted a wider aspect of in-service along the lines mentioned above by Harris. The guidelines state:

> *The present Teacher Development Program has been broadened so that non-professional staff, parents and members of the community, who are actively working in support of primary and secondary schools, may participate and benefit from the proposed programs.*
>
> *These activities can include the whole staff of a school, parents, teachers, specialists and community personnel. The activities can be initiated by teacher groups and associations, education centres, local school staff, parents and citizen associations and other bodies interested in education.*

This present study will be concerned with the professional development of teachers (as defined by the James Report) which occurs in formal or informal, planned or unplanned ways, during their service as qualified teachers. It will study the ways by which a teacher-librarian can assist this professional growth, informally or through school-based in-service which the teacher-librarian initiates or in which he participates.

It accepts the term "teacher-librarian" to mean "a fully qualified teacher, preferably with some successful teaching experience, and a fully qualified librarian i.e. . . . with L.A.A. registration or an equivalent qualification which is recognized by the employing authority". (Lundin, 1973:28)

Finally, it limits itself to in-service education which is school-based i.e. for a particular school community of teachers. The in-service may occur at the school involved or at another venue.

This study will also stress that "school-based in-service" should involve professional growth and not be seen as just practical training to do a job. As one writer explains:

> *This discussion of terminology is perhaps less important in itself than its implications for the development of in-service education in the future. It acknowledges the need to extend the boundaries of the segmented, limited in-service education of the past to include a concern with affective as well as cognitive objectives, professional growth as well as practical training, with initiative being taken as much by the teacher himself as by the administrative authority. (Eraut, 1972:1)*

To sum up, what makes school-based in-service different from other types of in-service is that –

(i) it is initiated by the school, from within and not from an external source; and

(ii) it is for the school community as a group or for sub-groups within the school.

B. Necessity for in-service

The pre-service education of teachers, however high its quality, is limited in effectiveness . . . . is no more than the beginning of the teacher's professional development. (Schools Commission, 1973:119)

The Australian Schools' Commission believes that in-service education should be an accepted part of a teacher's program; it recommends special grants for forms of in-service and encourages teachers to use the opportunities provided for professional development.

The teacher cannot afford to rely just on knowledge he gained in pre-service training; this gave him only an introduction to teaching and a minimal amount of knowledge to cope with the beginning of a teaching career. Once teaching, he now has a professional responsibility to keep up with new ideas in teaching, new media, new methods, new curriculum developments. While "on the job", he has to keep up-to-date through some form of in-service during his continuous life as a teacher. (Johnston, 1971:9) "Accountability" is becoming an increasing pressure on teachers to be concerned that they're doing the best job of which they are capable.

One writer speaks of the necessity and responsibility involved in in-service:

The belief that initial training only fits the teacher to make a start and that means for development from then on must be part of the job specification must be reflected in practice and not remain ideology. Furthermore, responsibility for securing a teacher's professional growth must be shared by the teacher himself, by his seniors and by his employers. (Adams, 1975:41)

In-service for teachers has a three-fold purpose, according to some sources (Queensland, Department of Education, 1976:1) and (Johnston, 1971:16).

- to improve the quality of the learning experiences of our pupils

- to promote the personal and professional development and growth of each teacher in our schools
- to extend knowledge, consolidate and re-affirm knowledge, become acquainted with new aids, methods, developments.

Teacher in-service is now seen as a necessity, but it has taken many years to be regarded as such. Berkeley believes that the 1950's and 60's were more concerned with establishing pre-service training as a three-year course. Once this was established, the 1970's became the time to champion in-service programs. This was possible because of government financial aid and because the teacher supply situation allowed for the release of teachers for in-service courses. (Berkeley, 1977:3)

The Karmel Report (1973) showed that in-service education was seen as a priority area by the committee appointed to investigate education. In 1974, the Schools Commission first injected funds for in-service education programs. There is now general agreement that it is needed; it now has the support of educators, education departments and many teachers.

But not all teachers are enthusiastic about in-service. There could be many reasons for this:

- some feel threatened by new ideas; they feel that they can cope by teaching as they've always done, but not if they are exposed to different approaches or see their methods criticised
- some have experienced in-service courses where administrators decided the content and methods without staff consultation
- there was no real planning and no clear objectives set
- there were poor resources
- there was no follow-up to the program, no evaluation, no research into the effectiveness of the program
- there were "too many in-service courses to choose from" (Batten, 1974:4)
- the programs experienced were not related to the genuine needs of the participants (Harris, 1969:4).

This last compiaint bears further investigation. If in-service education is necessary for good education, then teachers have to perceive its necessity. Furthermore, it must be based on the needs of teachers.

The problem is to find out what are the needs of teachers. Some research has been conducted on this topic in recent years in Queensland.

At the South Pacific Association of Teacher Education held in Brisbane, 1976, a report was submitted on the perceived and real in-service needs of primary school teachers in Queensland. The report was based on a questionnaire sent to 1000 primary teachers in the State. Among other things, it mentioned that teachers felt the need for in-service on the following matters:

- having knowledge of how to make the best use of school resources
- how to prepare materials for classroom use
- to know about commercially produced materials for teaching (Dore and Logan, 1976:9).

The Standing Committee for Primary In-service Education decided, following the survey, that the unit of focus for in-service education should be the school and the school district, with each school being encouraged to initiate its own in-service programs. Finally, it outlined practical ways to provide schools with support and assistance.

In 1978 the Board of Advanced Education, Queensland, and the Board of Teacher Education, Queensland, published a Report on demand from experienced teachers and from final year teacher education students for courses of teacher education (existing and proposed) at levels of Upgrading Diploma of Teaching, Bachelor of Education, Graduate Diploma. It found that there is a strong demand for upgrading courses until 1980, with a decline thereafter; a strong demand for upgrading courses offered by part-time external study; a strong demand for entry to B.Ed. courses; a growing demand for graduate diploma courses of two types: – those with direct orientation towards employment as a specialist teacher, and those oriented towards professional development of the classroom teacher.

In a preliminary draft (27th September, 1977) of this report, Table 7 listed areas where new courses are needed, as identified by survey respondents. The area of greatest interest was Special Education and Remedial; the area of second greatest interest was Educational Media and Audio Visual.

C. Types of in-service

There are obviously many ways by which teachers can develop their professional capacity and competence. Briefly, these are some of the forms that in-service can take:

1. Personal contact with other teachers, e.g. help from one's colleagues, advice, encouragement, observations of another teacher's classes or teaching style.

2. Full-time courses at Colleges of Advanced Education or other institutions.
3. Part-time courses at the above mentioned, through attendance at evening lectures or by external studies and vacation schools.
4. Weekend courses, seminars, conferences on specific topics related to education.
5. Self-instructional kits. These consist of packages of in-service materials, print and non-print, which give the teacher in-service education without the restriction of being at a certain place at a certain time. A number of such packages has been developed at the Regional Educational Laboratories in the U.S.A. In 1974 a study of these was done and it was found that 75% of the participants found the modules were more effective than other in-service programs (Batten, 1974:41).
6. Media in-service courses. In Brisbane, for example, staff from the Media In-service section of the Education Department conduct courses for teachers in the correct use of media at Red Comb House, and go to schools that request help in media in-service for staff.
7. Whole school withdrawal: This type of in-service, already used in some Queensland schools, allows teachers to be free of teaching responsibilities so that they can turn their attention to the school community, to improve communication, planning and involvement in decision-making. The program is usually conducted within the school, with teachers replaced by in-service relieving teachers and it lasts for five days. This form of in-service is based on the belief that "change will occur more readily through interaction of individuals as part of an organization (the school) than through individuals apart from the organization" (Dore, 1976:1).
8. In-depth curriculum studies: The Queensland Education Department began this form of in-service in 1976 for primary school teachers. It envisaged that over the course of three years approximately one in every four primary teachers would have the opportunity of extending his or her knowledge of a chosen subject area. (In-service '77, 1976:2) The program involves whole term release of teachers. After completing the course, participants return to their schools to act as on-site consultants.
9. Reading development centre: This provides a variety of in-service programs ranging from evening sessions to courses of four weeks' duration. It is a resource centre which also displays reading materials.
10. Secondary professional development program: This a self-initiated professional development activity where each teacher is encouraged to identify his own professional development needs and design his program

to meet these needs. While the teacher is released from school activities, full salary is paid as well as salary of the replacement teacher.

11. Curriculum development teams: This idea was developed for Queensland primary schools to provide on-site in-service for teachers by a group of consultants drawn from the inspectorate, advisory teachers and practising teachers – some of whom would have been participants in in-depth curriculum studies programs.

12. School-based in-service: This is the area investigated by the present study, the area where professional development is initiated from within the school, where in-service takes place in one's school or where all or part of the teaching staff go to another venue. School personnel wish, by this in-service, to improve their cohesiveness as a teaching community and to assist their professional growth. It may take many forms, for example: lectures, seminars, workshops, whole school withdrawal, laboratories.

D. Rationale for school-based in-service

School-based in-service is only one form that teacher development may take. Although in its infancy, it is growing in strength.

Eleven years ago the South Australian Education Department saw the importance of the school as a base for in-service when it stated: "The In-service Training Advisory Committee considers that valuable in-service education for teachers can be done in each school". (S.A.Education Gazette, 1967:67)

Then came the 1975 Schools Commission Report for the triennium 1976–1978, which said that "perhaps the most important single grouping for development activities is the total group involved in the work of the school". (p.185)

Since then, the trend has increased for schools to begin their own staff development programs of in-service. More teachers are beginning to feel that the best hope for effective in-service training is to make the school (rather than external courses or professional centres) the focus of curriculum development and change.

Some research has been done on what type of in-service teachers prefer. For instance, in Queensland

> *In the survey initiated by the Primary In-service Standing Committee, teachers indicated that they preferred to attend courses organized in their own school or in their own district rather than be involved in*

programs which required them to live away from their homes and to leave their classes for any length of time. (In-service '78, 1978:1)

The Australian Schools Commission, sensing the movement towards in-service in the school, saw the need "to create opportunities for staff to stand outside the normal structures and pressures of school and to persevere in developmental experiences, particularly those which involve the relationships among the members of the professional team in schools". (Schools Commission Report, 1975.185)

One of the best known writers on the topic, Stenhouse, sums up the rationale for the school as the base for in-service, when he says

The acceptance of the position argued here, that the school is the unit for development and also the unit for professional autonomy, has strong implications for support. It means that supporting agencies should aim to help the schools to build traditions of autonomous, self-critical improvement. And this means that supporting agencies cannot simply take people out of school for in-service training; they must go into schools and work with problems where they are and in their context. (Stenhouse, 1975:184)

The whole issue of the journal, *Impact* (April–May 1978), issued by the Department of Education, Queensland, was devoted to school-based teacher development. It summarised the case for it from relevant overseas and Australian sources. Briefly, it stressed that teacher development activities should be collaboratively planned by the teachers in a school, with the motivation for effective in-service coming from within the adult teacher and his sense of the need to work together in planning it. It can then be a problem-solving exercise where teachers contribute from their own experience. This collective experience of a group of teachers is a powerful resource for supporting any problem-solving activities. A teacher's needs arise, in the main, from problems unique in their detail to his particular school.

In school-based in-service, one finds that the "constructive involvement of teachers in attacking real educational problems that they face is a powerful instrument of continuing education". (Tyler, 1971:13) Another writer adds that the in-service programs that have the best chance of being effective are "those that involve teachers in planning and managing their own professional development activities, pursuing personal and collective objectives, sharing, applying new learnings and receiving feedback". (Lawrence, 1974:17)

All evidence, then, points to fact that the professional development of

teachers, especially in changes of behaviour, is most effective if it occurs within their own work groups. Practising teachers are often the best possible trainers of teachers. This has been found to be the case in one Australian report:

> *The factor that emerged as by far the most important for professional development was contact with other teachers: simply exchanging ideas; observing other teachers' lessons; working with experienced staff; visiting other schools; planning school policy. (Batten, 1974:14)*

If one is to evaluate the worth of school-based in-service, then one must see it in comparison with more traditional forms of in-service. An in-service folder of information sent to Catholic Schools in Queensland this year from the In-service Co-ordinator of the Queensland Catholic Education Office draws the following comparison:

Traditional In-service	School-based In-service
1. Tended to focus on the individual	Tends to focus on whole school staff
2. Tended to divide staffs	Tends to unite staff
3. Tended to focus on curricula	Tends to focus on people and relationships
4. Tended to be an isolated event	Tends to be part of an ongoing process
5. Tended to be solution-giving	Tends to be problem-solving
6. Tended to lack support structures	Tends to develop support structures
7. Tended to treat teachers as passive receivers	Tends to treat teachers as active contributors
8. Tended to be planned by outsiders	Tends to be planned by staff and consultants
9. Tended to make teachers dependent on experts	Tends to make teachers and staff inter-dependent
10. Tended to ignore the psychology of change	Tends to highlight the psychology of change

This comparative table, although a generalisation, contains a great deal of insight into the way that school-based in-service contrasts with more traditional forms.

School-based in-service is not seen by anyone as a panacea for all ills; nor is it seen as the only form of teacher development. There are so many differing in-service programs that have much to offer. Each has its value. But this present study limits itself to the school situation and to school-based teacher development, to see what contribution the teacher-librarian can make.

SECTION III

THE ROLE OF THE TEACHER-LIBRARIAN IN SCHOOL-BASED IN-SERVICE

Recent literature would seem to indicate that the teacher-librarian can and should be involved in school-based in-service programs. At the same time, not much has been written on this specific topic. It would seem that a teacher-librarian can either initiate such programs in a school, or else assist in programs initiated by others on the teaching staff. He can do so because of his role as:

- agent for educational change
- curriculum consultant
- link in school networks
- resource person in team teaching.

Each of these points needs clarification.

A. Agent for educational change

A New South Wales politician has seen the unique role of the teacher-librarian as an integrator who crosses the traditional boundaries of subjects, places of studies and school periods in the course of his/her work. "Like the principal and deputy principal she is the one person in the school who has a responsibility to every student and to every teacher." (Willis, 1974:2)

The responsibility towards teachers involves practical assistance in their professional development and involves change – change in use of resources, in teaching styles etc. . . .

Carlton Erikson, writing on the in-service education program in U.S. schools, says that "the media program director is consequently a *change agent* of vast importance in every school system". (Erikson, 1968:93) Such a person, he says, needs to be an effective teacher himself and needs to understand the curriculum in order to help teachers use media more effectively.

In Queensland schools the teacher-librarian is, in fact, this "media program director".

A teacher-librarian who is not *seen* as part of a team of teachers seems destined to fail in any of his efforts at educational change in a school. Balson has made the same point:

Librarians are seen as relatively passive consumers of, or targets for, change and innovation. If they are to be more than just consumers, they will need to improve their competency enormously in the area of change, while at the same time, increase their power as professionals within the educational establishment. (Balson, 1974:ix)

The resource centre of the school should be a place where "things happen" in the best educational sense, and the teacher-librarian should be seen as a member of staff who is involved in active participation as one member of a team of teachers who want to bring change into the school's educational program. (Corr, 1974:64) For example, he will "initiate curriculum change by introducing new materials and equipment to staff and students and will conduct workshops and individual sessions to show how they can be used". (Corr, 1974:63)

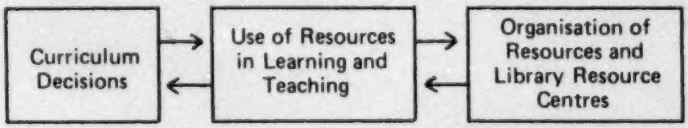
Chisholm (1965.25) speaks about the teacher-librarian having at least the potential for bringing about educational change:

.... it would appear there are tremendous possibilities for leadership available to the librarian because of the unique opportunities to establish working relationships with the people involved with the choices of change and because of the access to many of the materials to be used to implement change decisions.

B. Curriculum consultant

Library literature, for some time has stressed the role of the teacher-librarian as curriculum consultant. The role is obvious, when one remembers that curriculum development depends on resources for learning experiences. "Resources" are the bread and butter of school-librarianship. So much of teacher in-service involves curriculum planning and development; this, in turn, involves resources. The two modern trends of school-based curriculum and school-based in-service are closely related. One key to a successful curriculum is access to appropriate resources. These help teachers design learning experiences that will assist in achieving the learning objectives.

Johnson has shown this clearly in his simple model of the inter-relationship between areas of educational decision-making:


Curriculum Decisions
Use of Resources in Learning and Teaching
Organisation of Resources and Library Resource Centres

(Johnson, 1978:1)

Unless teacher-librarians understand this relationship, much of their energy will be wasted. He explains:

> *I believe that the perceived value and status of teacher-librarians depends heavily upon the recognition of this inter-relationship of educational decision-making. Where teacher-librarians make decisions in isolation without reference to curriculum decisions made by teachers, the result is often the establishment of library empires with structures and systems that are totally unrelated to the reality of classroom activities and the school's curriculum program. Similarly, when teachers and school administrators ignore the resource implications of their curriculum decisions, they fail to establish appropriate support structures and systems upon which the successful implementation of their plans often depend. (Johnson, 1978:1)*

As a member of the teaching team of the school, the teacher-librarian has to be involved in decision-making on the curriculum in the school. He needs, also, to identify different learning patterns used by teachers and students, and the variety of media and resources.

Most teachers use resources; but not all use the resources well. Balson says that "a major responsibility of the librarian is the provision of in-service courses for staff on all aspects of resources". (Balson, 1974:xi) He has to compensate for the fact that most teacher education institutions seem unwilling to provide adequate pre-service training in the use of resources; such was the case, at least, until recent times. Most teachers are inadequately prepared for selecting and utilising resources. Criteria for material selection are a mystery to most teachers.

The teacher-librarian can help such teachers and become a "teacher of teachers". This is not to imply a superiority complex in the librarian. It simply means that he shares some of his expertise with many teachers who may have had no experience with good libraries. One way to solve this problem is "to instruct teachers . . . The librarian may teach teachers in a variety of ways". (Delaney, 1968:47)

Delaney spells this out in examples of effective in-service: through talking to teachers at the start of the school year, through library newsletters, through presence on committees, through personal discussion, through trying to make materials together or preview audio-visual materials together. He concludes that "these informal conversations, in which the librarian explains what he can provide and cannot, and in which the teacher gets to ask plenty of questions, are probably the most effective lessons of

all". (Delaney, 1968:47)

C. Link in school networks

During the last few years Queensland teacher-librarians have been encouraged by the Library and Resource Services section in the Queensland Education Department to establish links between schools, i.e. to form a network of local schools who share resources, ideas and materials. The movement began informally on a small scale but has grown in strength.

The teacher-librarian is able to assist staff development because he is the link between schools. Not only is he in contact with the staff within his own school, but he is also in contact with other local schools through meetings (usually each month) with other teacher-librarians.

Through this contact he can contribute to staff in-service by becoming involved in subject-based teacher development programs on a regional level involving subject teachers from several schools; by providing support structures and services for teachers (examples of this will be given in IV); by organising resource banks of teacher-designed materials, collecting and sharing these together with assignments, units of work, bibliographies, and so on.

This saves so much time for teachers. It gives them access to a wealth and variety of materials from which they can select, adapt, and develop interesting and challenging learning experiences for their students.

The resources teachers need are there already – but are often not known and not used. They already exist in schools in the area. But they need to be collected, co-ordinated, organised, shared and made accessible. This organisational task is an obvious one for the teacher-librarian linking the network and liaising with subject masters and teachers.

D. Resource person in team teaching

Finally, but not in order of importance, the teacher-librarian needs to be seen by the rest of the teachers in the school as part of a team – not a keeper of books who lives in a niche of the school, but a *teacher* librarian who shares the teaching burden and is an "equal among equals". When this is done, teachers are more inclined to seek help or to take notice of help given. One writer emphasises this point:

> *Within the school he will be expected to act as one of a team, to heed the experience offered by older colleagues and to back up the general policy of the school. If he fulfils these expectations then he will be in a far better position to initiate the changes he believes*

necessary and gain support for them from others on the staff. (O'Reilly, 1974:14)

In both primary and secondary education there is scope for team teaching in the sense that a teacher-librarian can work with a grade or subject teacher in planning a unit, planning resources and helping in teaching a class or part of a class.

Because of the current economics and politics of education, more and more teacher-librarians are going back to the classroom and devoting more and more time to actual class and subject teaching. It would be a tragedy if such economic pressures forced teacher-librarians out of the possibility of team teaching or curtailed their opportunity to help staff development and enrichment.

E. Summary

Recent gatherings of school librarians in Australia have highlighted the in-service role of the teacher-librarian. He can show to the whole staff of a school or to a section of the staff "what's available, how to get it, how to use it. If this can be done on a regular basis it might overcome a lot of time spent on individual staff requests". (Borrel, 1977:80–81)

A speaker at the A.S.L.A. conference in 1972 reminded those present that for the most part teachers were never taught to use media successfully or taught criteria for evaluation of resources. It then becomes a teacher-librarian's responsibility "to take them from where they are into this wide realm of media through – in-service, demonstration and example". (Case, 1972:11)

At the same conference Ernest Roe cited the findings of a survey:

If we regard training in a profession as a life-long process, then pre-service training is very much the beginning and only that. It is some evidence of the size of the in-service problem that of a large group of Australian secondary school principals asked last year: 'what obstacles limit the use by students of library materials in your school?' – more than half rated as 'very significant' the ignorance of some teachers about the library and the lack of interest of some features in the library. (Roe, 1972:99–100)

The American Library Association, in compiling the list of "tasks" of the school librarian, included the following tasks:

"informs faculty of innovations, research and current developments

in education." (No.293)

"conducts in-service workshops and training for teachers in evaluation and selection of materials". (No.76)

"informs faculty of available in-service workshops and courses." (Task Analysis Survey Instrument, 1969:No.294)

A similar list of tasks of the teacher-librarian appeared in Australia in 1972 at a workshop in Canberra. It mentioned the following tasks:

* *"participating in the in-service program within the school."*
* *"working with teachers to design innovations in teaching and learning".*
* *"providing materials for the professional growth of the teaching staff." (Education for school Librarianship, 1972:34,103)*

The conclusion is quite clear: the teacher-librarian as an agent for educational change, as curriculum consultant, as the link in school networks, and as a resource person in team teaching has a very definite in-service task to perform in the school since "libraries and resource centres are only as useful as the knowledge of teachers about how to take advantage of them allows". (Schools Commission, 1973:120) In this, above all, the teacher-librarian can help a teacher's professional development.

SECTION IV

WHAT SOME TEACHER-LIBRARIANS HAVE DONE: PRACTICAL EXAMPLES OF INVOLVEMENT IN SCHOOL-BASED IN-SERVICE

There are many examples of teacher-librarians in Queensland being involved in teacher in-service on various levels. This study includes some samples, taken from Brisbane schools, that illustrate differing levels of involvement of teacher-librarians. Interviews were conducted with teacher-librarians who have been known to be involved in in-service in primary and secondary, government and non-government schools. The information from these sources will help support the "theory" of library literature and provide a basis for guidelines to assist all teacher-librarians in this aspect of their work.

A. As agent for educational change

1. *Informal in-service*

All teacher-librarians interviewed expressed the belief that probably the most effective form of in-service for teachers was personal, informal contact in the ordinary course of one's work – offering them support, enthusiasm and new ideas. It has been said that many teachers feel insecure in their work and unsure about their success as teachers. The sensitive teacher-librarian should be able to sense this and offer support. This can be done in so many ways; for example:

- helping a teacher plan a unit of work around resources
- making individual teachers aware of particular resources: "Here's a new book that you might like"
- carrying out a current awareness program through library newsletters, photocopying and distributing contents pages of periodicals
- assistance with bibliographies
- compiling a user "profile" to remind oneself of a teacher's interests.

This may sound like "in-service through services"; yet it can be of

immense help to a teacher's professional growth.

At Moorooka State Primary School the teacher-librarian has a monthly morning tea in the library, to which she invites all teachers of a particular grade to talk over and chat about some aspect of library work, e.g. mythology, new reference books. Other times, teachers might share ideas and explain a unit of work, based on resources, that worked well for them.

2. *Teacher development films at lunch time*

At the Gap State Primary School the teacher-librarian has helped plan a showing of educational films aimed at a teacher's professional development. The Film Catalogue issued by the Library and Resources Services, Queensland, contains an annotated listing of excellent films designed for teachers. Sometimes, the teachers meet in their committees at lunch time to view and discuss these films. The teacher-librarian is a member of the "Audio-Visual Committee". Through such means, educational change can come to a school community.

3. *In-service in media*

Several schools have conducted in-service in media, with assistance from the Media In-service section of the Education Department. In others, the teacher-librarian has helped conduct it. After The Gap State Primary School received a grant for photography work, the teacher-librarian helped teach the rest of the staff the basics of photography, so that it could be used educationally by every teacher with a degree of confidence. She is now preparing to provide instruction in the use of new video equipment – not just the "how-to-use-it" details, but how to use it in teaching, to make it a meaningful learning experience.

At Kedron State High School this year, the teacher-librarians attempted an audio-visual seminar in the two-day break between semesters. This was an attempt to reach the whole school teaching staff because it had expressed its need for help in using audio-visual equipment and resources in answers to a detailed questionnaire. Teachers indicated preferences for the following:

* free session for consultation
* audio-visual production
* how best to integrate audio-visual materials into classroom usage.

Although some used the opportunity for consultation, the seminar was largely a failure because teachers were busy attending subject meetings and correcting first semester examination papers. It was not the "right" time for in-service.

In a preliminary draft (Table 4) of the Queensland Board of Advanced Education Report (1977), results of a survey showed that teachers feel the

need for in-service in audio-visual educational media. Many prefer the in-service to take place in their own school, with their particular equipment and working under their special conditions.

4. *Introducing library services to teachers*

No doubt, most teacher-librarians conduct orientation programs to help staff become aware of library services, borrowing systems, and so on.

At Lourdes Hill Secondary Catholic Girls' College, the teacher-librarian once conducted such a "getting to know the library" program in the first week of staff meetings before classes for the year began. The teacher-librarian initiated and planned the activities, with help from the A-V Co-ordinator and support from the Principal who arranged that it be timetabled into the week's schedule. The main features of the program were:

- a talk by the teacher-librarian on what services she could offer staff
- a book display for teachers of novels, new books, books that have won awards, and adult fiction
- a display of the whole process by which a book was ordered, catalogued, stamped, numbered, covered etc. until it appeared on the library shelves. The display was done step by step in carrels around the walls of the library. One book was chosen as the sample of how the cycle of processing goes on and what is involved in each step. Dewey, Sears, etc. were opened at the relevant places, with red circles and arrows showing how call numbers, subject headings and so on are decided
- teachers were shown pamphlet boxes, arranged by subject, containing publishers' blurbs. This was to help teachers find out the latest publications in their subject
- teachers were supplied with a number of official book request forms which they were asked to fill out when they wanted a specific item ordered for the school
- library staff took a small group of teachers each, on a guided tour around the library explaining catalogue, periodical indexes, workroom etc. They learnt of services that teachers could expect from the library, e.g. liaison with other schools for inter-school sharing of resources, writing to embassies for films, arranging bibliographies before assignments were set
- finally, each teacher was given a list of A-V equipment at the school and was asked to indicate on a form which items they felt confident and competent to operate. This was to provide

a basis for individual help by the A-V co-ordinator.

The program proved its worth by the way that teachers responded and later used the resources and services of the library. The teacher-librarian certainly became an agent for educational change. One reservation she had was that *all* teachers need to know how to operate *all* media equipment used in the school. One can take nothing for granted.

Kedron State High School conducted a similar scheme, but a longer and more intensive school-based in-service to help teachers use the library well. In August, 1976, the library staff organised a program on six consecutive Tuesdays. Teachers were asked to attend in a library annexe for one "spare" period each Tuesday for six weeks. Where a teacher did not have a preparation and correction period on Tuesdays, the library staff arranged to supervise a class in order to release the teacher for one period. Teachers were asked to complete a library survey form concerning the adequacy of library hours, resources, services, A-V usage etc. so that the teacher-librarians could evaluate and improve services to teachers (all 115 of them).

The program was voluntary, and all responded. The teacher-librarians took turns at running the same session for 8 periods on each of the Tuesdays. The topics were:

* philosophy behind using resources in teaching
* services offered by the teacher-librarians
* assignments, and help the library could offer
* practical use of the library – borrowing etc.
* use of A-V hardware and software.

The program was successful in that all teachers were involved; library usage improved; each group addressed was small and manageable; the basics were covered; it led to more informal sessions. But the scheme had its difficulties: it was drawn out, and teachers grew tired towards the end; it was extremely exhausting for the teacher-librarians involved; the sessions were too short; most times they worked out at about 25 minutes.

B. As curriculum consultant

1. *Subject-based in-service within the school*

Kedron State High School pioneered another type of teacher-development activity, out of hours, and arranged by one department within the school. This involved a weekend at the Gold Coast, planning semester 2's work in history at all levels. The program was funded and attended by all history teachers and the teacher-librarians. The latter's role was to work with

the group in planning units involving resources, gathering resources for teachers, helping them select alternatives and produce kits for topics where the school had no adequate resources.

All participants rated the weekend as very successful, most effective and informal. The seminar was organised by the subject-master, with support and help from the teacher-librarians. There was also a follow-up on three evenings, preparing units of work in more detail.

2. *Organisation of a resource bank of teacher-designed materials*

At Marcellin Junior Secondary College, Enoggera, the teacher-librarian in charge of audio-visual resources has begun a "resource bank" to help teachers in the subject areas of English and Citizenship Education. Hopefully, the bank will expand to cover other subjects.

There is a filing cabinet in the school library into which he has placed folders for various topics covered in these two subjects. Into these folders he has placed various assignments, examination papers, newspaper cuttings, bibliographies etc. Teachers are beginning to see the value of this bank, and are contributing their own projects, units of work, assignments and teacher-designed curriculum notes.

The concept developed from the teacher-librarian's own experience at arriving at the school a few years ago as a teacher, and finding nothing whatsoever of what had been done by previous teachers. It was as if no one had taught the subject before; no traces were left – no ideas, nothing. Other teachers probably have had similar experiences when they've been compelled to "re-invent the wheel", to start teaching a subject as if it had never been taught before in the school.

It is not necessary that the teacher-librarian be the one who develops the "resource bank"; nor does it need to be stored in the library. What seems most important is that the teacher-librarian should encourage and support interested teachers who want to build up a resource bank in the school, and help them with whatever ideas and materials he can offer. If most of the staff are ignorant of the concept, he can suggest it as a useful form of teacher development and enrichment. It is a form of sharing, of team-work that can only help the teachers and, through them, the learning experiences of students. But it does need a supportive school climate because "many teachers feel their assignments are unworthy of distribution to others". (Johnson, 1978:6)

This same writer would like teacher-librarians to extend this concept of "resource bank" beyond the school. He offers a cogent case for it to include:

* materials which are commercially produced packages. These are available from the following sources:

Curriculum Development Unit,
St. Leonard's Presbyterian Co-educational College,
163 South Road,
East Brighton. Vic. 3187
(Units are available in Australian studies and Contemporary History)

San Mateo Education Resources Center,
San Mateo County Superintendent,
590 Hamilton Street,
Redwood City. Calif. 94063
(Units available listed – microfiche)

Xerox Curriculum Materials Clearinghouse,
Xerox University Microfilm,
300 North Zeeto Road,
Ann Arbor. Michigan. 48106

* materials adapted from selected external sources
* materials from various schools in the area or network. The teacher-librarian is the link between school library networks in Queensland, for example, and can disseminate curriculum programs from local schools. He can help co-ordinate and share resources – including assignments, projects, exams, photocopied articles from subject association journals etc.
* teacher-produced or teacher-librarian produced materials.

The "resource bank", while primarily a service to teachers is a subtle form of in-service in that it leads them to a greater use of resources.

C. As the link in school networks

1. *In-service through networks*

School library networks aim to share resource, personnel and ideas.

At Kedron State High School, the teacher-librarian helped organise subject-based in-service in the network involving State secondary schools of Kedron, Hendra, Craigslea and Everton Park.

The first in-service involved voluntary attendance by teachers of Junior Secondary English in these four schools, together with the respective teacher-librarians. The session was out of school hours from 3.30 pm to 9 pm. The subject chosen was English because of the evident poor usage of resources in this subject at some, if not all, four schools.

The seminar, entitled "Teaching Junior English through resources", was held on 29th September, 1977 at Kedron State High School Library.

Originators of the program were the English subject mistress at Kedron and the teacher-librarians at Kedron. The aim was to improve the quality of resources usage in the four schools and to achieve co-operation among teachers in these schools; to share expertise and resources available in the schools. Finally, the need for a seminar of this type was voiced by English teachers as a means of improving dissemination of library resources.

The program was as follows:

3.30 – 4.00 pm	...	afternoon tea
4.00 – 5.00 pm	...	teaching a theme in English around resources, with emphasis on individual and small group involvement
5.00 – 6.00 pm	...	Workshop on theme development. Teachers were asked to bring ideas and materials that had worked for them. They divided into small groups and actually developed a theme around the resources set out at the seminar. Results achieved by each group were made available to all participants
6.00 – 7.00 pm	...	Dinner
7.00 – 8.00 pm	...	Fiction for the 12–15 age group (led by Childrens' Librarian, Queensland State Library)
8.00 – 9.00 pm	...	Fiction workshop to establish criteria for selecting and evaluating childrens' fiction and to produce lists of fiction suitable for various grade levels and reading ability
9.00 – 9.15 pm	...	Evaluation
9.15 – 10.00 pm	...	Supper.

The program was funded so that the guest speaker was paid and costs covered for the duplicating and photocopying. All 50 teachers attended, and it would seem that several factors helped make the event a success:

* full voluntary attendance
* funding
* a good dinner, with wine
* it was organised jointly by the English Department and teacher-librarians.

Finally, participants completed an evaluation form in which the following points were made:

* the most useful session was that given by the guest speaker
* all indicated that they would be prepared to attend another seminar of this type
* all participants found the seminar to be of value
* most felt the need for a follow-up seminar on A-V production and use of A-V materials
* most felt that it would be better to have the meal at the end of the evening.

In general, the aims of the seminar were achieved.

2. *Organisation of a resource bank in the network*

This is simply taking No.2 in Section B another step further. The teacher-librarian at Marcellin College is currently building up a resource bank to include materials from Marist Brothers' College, Ashgrove; St. Benedict's, Wilston; Mt. Maria College, Mitchelton; and Marcellin. These materials, collected, co-ordinated, and made accessible by teacher-librarians can provide a useful support structure and service to aid teachers' professional growth.

Although new to Australia, this practice has been in vogue for some time overseas; for example the British Columbia Teachers' Federation sends out class sets of papers, tests, units of work at minimal cost.

D. As resource person in team teaching

1. *Introduction to literature*

This type of in-service at Moorooka State Primary School was partly organised by the teacher-librarian acting as part of a team. It arose from the needs of teachers as seen by the library sub-committee, and it received the Principal's encouragement. Attendance was voluntary at this program, which was held in school hours.

Beforehand, a good deal of planning went into the program. A lecturer from Kelvin Grove College of Advanced Education was asked to be a guest speaker, and a questionnaire was sent to all teachers regarding reading materials in the classroom, details of class reading programs, and childrens' attitudes and approach to reading. Finally, all participants were asked to do some pre-seminar reading.

The program proved popular with teachers and there was an improvement in their approach to literature, their research and use of library resources.

2. *In-service on a specific topic*

At Lourdes Hill College, the teacher-librarian was involved in English teaching and conducted an "introduction to library thematic cataloguing for English teachers". This arose from the needs and unspoken requests from English teachers constantly sending students to the library to search for a book on the theme of . . . . . , whatever it might be. This meant that much of the teacher-librarian's time was spent in locating books on specific themes. So, she decided, when cataloguing, to write an added entry on the card for the theme of the book, whether fiction or non-fiction, and an indication of the level at which the book was suitable (upper secondary, lower secondary, middle secondary). In collaboration with English teachers she typed out cards in the catalogue for themes suitable for grades 8, 9, 10, 11, 12, respectively.

At one staff meeting she explained the advantages and practical details of thematic cataloguing. The scheme proved successful and saved time for all involved in a library search.

3. *Involvement in committees of teaching staff*

At all schools visited, teacher-librarians commented on the importance of their being and being *seen* as part of the teaching community and being involved in planning committees. For example, the teacher-librarian at the Gap State Primary School has helped plan and participate in a week of in-service on "Guidance", "Maths", "Special Education" and "Remedial Education". All the staff were involved on these occasions.

4. *In-service in note-taking skills*

This program in 1977 was initiated by the teacher-librarian at Moorooka State Primary School, and supported by the Principal who helped in planning and final review of the program.

It arose from the needs of teachers as perceived by the teacher-librarian. She sought help from regional advisory teachers in 3 full-day planning sessions but used resources (except for one film) that were already in the school. The idea was to encourage the use of resources already the property of the school. In consultation with the principal she decided that the program would be compulsory so that all teachers could benefit.

The first session was held on one day, but given three times to different groups of teachers. Eight teachers attended from 9.00–10.30 am; eight from 11.00–12.30 pm; and seven from 1.30–3.00 pm. While one group attended, their classes were supervised by other teachers and student teachers who were present in the school at that time. The session involved an introduction to note-taking techniques through levels 3–7. Teachers were asked to consider the purpose of note-taking, its results, sources of note-taking. For

level 3, the media chosen was a film on "Tropical rain forests"; for level 4, an audiocassette on "Man the explorer", for level 5, overhead transparencies on "Transport through the ages"; for level 6, a kit on "Changes in the environment"; for level 7, pictures on "Urbanisation".

The second session was held in two parts the following days, so that half the teachers could be present at a time. This session was devoted to planning a topic using note-taking skills, preparing cards, arranging software etc. The teacher-librarian and advisory teachers were there to help in any way.

At the end, teachers completed a three-page evaluation report on the in-service program and expressed the view that they were pleased by the venture. A few said they did not find it very helpful because they knew it all before. The teacher-librarian was pleased with two features of the program:

* it was done in school time
* it involved everyone.

But there were some problems:

* the compulsory aspect caused some resentment among some of the staff
* with staff turn-over at the end of the year, new teachers would miss out unless the program was done each year.

SECTION V

SUPPORT SERVICES

The following pages provide a teacher-librarian with a directory containing information on people and organisations that one can contact for help and support in a school-based in-service program; it lists various materials that are in use or soon to be available; finally, it explains how to apply for funding of a school-based program. The information will be of particular interest to all teacher-librarians working in Queensland.

A. Personnel

1. *System In-service Co-ordinators in the State Schools*
   Primary Co-ordinator ... Col Dore (224 7829)
   Secondary Co-ordinator ... Scott McKenzie (224 7690)

Both men are responsible for in-service education in Queensland State Schools. Their office is situated on 3rd floor, Bank of N.S.W., cnr. Queen and George Streets, Brisbane. It holds a small library of up-to-date books and leaflets and reports dealing with in-service and training for leadership. The co-ordinators have sifted through the latest literature and can offer invaluable help to inquirers.

2. *System In-service Co-ordinator for Independent Schools*
   Brian Halesworth ... 229 6574

3. *System In-service Co-ordinator for Catholic Schools*

Mr. Gary Everett is currently Co-ordinator at the Queensland Catholic Education Office, first floor, The Catholic Centre, 143 Edward St., Brisbane, 4000. He has sent an in-service folder for 1978 to each Catholic school in Queensland; the folder gives basic information and samples of school-based programs. He has offered his help to schools in preparing programs, securing personnel, applying for funds.

4. *Tertiary Institutions*

One can apply to Universities, Colleges of Advanced Education, Colleges of Technical and Further Education – for guest speakers in a specialised field.

5. *Library and Resource Services*

Personnel at Red Comb House are most helpful. The Media In-service Group can help a teacher-librarian present information effectively, design

his own materials and use educational media. It offers to conduct the following programs within a school: media smorgasbord, classroom learning centres, basic black and white photography, portapak, super 8 film-making, designing and producing simple software. Contact Jim Moore on (07) 224 6832 or Jai Lal (07) 224 7902.

6. *Film Library*

This is part of Library and Resource Services. It can provide quite a few films dealing with teachers' professional growth. Contact Karen Wells (07) 224 7835.

7. *Educational Associations*

* Alliance Francaise
  Secretary: Mrs. M. Juhel, Denman St., Alderley, 4051
* Associate Administrators' Association
  Secretary: Mrs. Joan Bradbury, Strathpine Infants State School, 4500
* The Association of Senior Mistresses of Queensland State Secondary Schools
  Secretary: Mrs. J.H. Franklin, Lockyer District State High School, 4343
* Australian Association for Religious Education
  Secretary: Sister Gretchen Kelly, Curriculum Branch, Department of Education
* The Australian College of Education, Queensland Chapter
  Secretary: Dr. R. Squire, 62 Charlotte St., Brisbane, 4000
* Australian Council for Education through Technology (A.C.E.T.) Queensland Committee
  Secretary: Mr. K. Dodds, Mount Gravatt C.A.E.
* The Australian Council for Health, Physical Education and Recreation
  Secretary: Mr. Rod Berry, Kelvin Grove C.A.E.
* Australian Logic Teachers' Association
  Secretary: Dr. R.A. Girle, Philosophy Department, University of Queensland, St. Lucia, 4067
* Australian Reading Association
  President-Elect: Dr. J. Elkins, Schonell Education Research Centre, St. Lucia, 4067
* Australian Society for Education in Film and Television
  Secretary: Sister Pius Cassidy, Corpus Christi College, Nundah, 4012

* Australian Society for Music Education, Queensland Chapter
  Secretary: Dr. M.S. Collins, Kelvin Grove C.A.E.

* Australian Teachers' Christian Fellowship (Queensland)
  President: Mr. N.J. Corfield, Yeronga State High School, Yeronga, 4104

* Commercial Teachers' Society of Queensland
  Secretary: Mrs. Jenny Hughes, Everton Park State High School

* Conference of Principals of Queensland T.A.F.E. Institutions
  Secretary: Mr. R.L. Johnston, Seven Hills College of T.A.F.E., 4170

* Craft Association of Queensland
  Executive Officer: Mrs. G. Fryer, Craft Association Gallery, 37 Leichhardt St., Spring Hill, 4000

* Darling Downs History Teachers' Association
  President: Ms. Barbara Hinter, Toowoomba State High School, 4350

* Early Childhood Teachers' Association
  Regional groups are listed in full in the E.O.G.

* English Teachers' Association of Queensland
  Secretary: Miss J. Ryan, Coorparoo High School, 4151

* Geography Teachers' Association of Queensland
  Secretary: Mr. N.E. Biggs, Pine Rivers District State High School

* History Teachers' Association of North Queensland
  Secretary: Mrs. L. Robinson, Pimlico High School

* Home Economics Association of Queensland
  Secretary: Miss Betty Freeman, P.O. Box 190, Coorparoo

* International Reading Association, Queensland Council
  Secretary: Mr. Don Burnes, Kelvin Grove C.A.E.

* Japanese Language Teachers' Association
  Secretary: Miss Iris Jones, Corinda State High School

* Junior School Headmasters' Association of Australia
  Secretary: Bro. Harney, St. Joseph's College, Gregory Terrace

* Kodaly Education Institute of Australia
  Secretary: Sister Joan Mooney, Mt. Alvernia College, Kedron, 4031

* Modern Language Teachers' Association of Queensland
  Secretary: Ms. B. Bonning, 48 Tel-El-Kebir Street, Mitchelton, 4053

* Open Education Association of Queensland
  Secretary: Mr. D. Mitchell, C/- Open Education Centre, Kelvin Grove C.A.E.

* Orff-Schulwerk Association of Queensland,
  Secretary: Mr. K. Smith, Kelvin Grove C.A.E.

* Queensland Art Teachers' Association
  Secretary: Mrs. G. Waller, Mitchelton State High School

* Queensland Association for Drama in Education,
  Secretary: John O'Toole, North Brisbane C.A.E.

* Queensland Association of Mathematics Teachers
  Secretary: Mrs. M. Carss, Dept. of Education, University of Queensland

* Queensland Association of Speech and Drama Lecturers
  Secretary: Mrs. J. Radbourne, Kelvin Grove C.A.E.

* Queensland Association of Teachers' of English as a Second Language
  Secretary: Ms. Jenny Fiumara, Royal Children's Hospital School, Herston Rd., Herston, 4006

* Queensland Economics Teachers' Association
  Secretary: Miss Helen Pender, Kelvin Grove State High School

* Queensland History Teachers' Association
  Secretary: Mr. R. Bailey, Woodridge State High School, Woodridge, 4114

* Queensland Institute for Educational Administration
  Secretary: Mr. J. Ford, Professional Development Centre, Bardon, 4065

* Queensland Institute for Educational Research
  Secretary: Mrs. D. Muir, Lecturer in Education, St. Lucia, 4067

* Queensland Manual Arts Teachers' Association
  Secretary: Mr. H. Doherty, MacGregor State High School, 4109

* Queensland Secondary Schools Music Teachers' Association
  Secretary: Mrs. Elizabeth Garrett, All Hallows School, Ann Street, Brisbane

* Queensland Special Education Association
  Secretary: Mr. D. Glianos, Inala Opportunity School, Glenala Road, Inala, 4007

* Queensland State High Schools Deputy Principals' Association
  Secretary: Mr. R. Lever, Miami State High School

* Queensland State Primary School Principals' Association
  Secretary: Mr. L. Barton, Grovely State School

* Queensland State High Schools Principals' Association
  Secretary: Mr. B. Morris, Coorparoo State High School

* Queensland Technical and Further Educators' Professional Association
  Secretary: Mr. K. Goodwin,
  P.O. Box 29, Mater Hill, 4101

* Remedial Teachers' Association of Queensland
  Secretary: Miss J. Gray,
  57 Plimsoll St., Greenslopes, 4122

* School Library Association of Queensland
  Secretary: Miss Beth Caithness,
  MacGregor State High School, 4109

* Science Teachers' Association of Queensland,
  Secretary: Dr. I.S. Costin, Mt. Gravatt C.A.E.

* Social Sciences Teachers' Association of Queensland
  Secretary: Mrs. Elaine Trevarthen,
  Kedron State High School

* Speech Teachers' Association of Queensland
  Secretary: Mrs. J. Grant, 47 Scott St., Corinda, 4075

* Teachers of Infants Association
  Secretary: Miss M. Clarkeson,
  State School, Broadbeach, 4217

* World Education Fellowship
  Secretary: Mrs. J. Vaughan,
  21 Lynwood Cres., Ashgrove, 4060

* Queensland Career Education Association
  Secretary: Mr. R. Clarke, Inala Family Education Centre, 47 Kittyhawk Ave., Inala. 4077.

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The information in this section on Educational Associations is from the Education Office Gazette – Information Statement No.22 April 1978

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8. *Education and Teacher Centres*

* Atherton District Education Centre
  Secretary: Bruce Jones, P.O. Box 177, Tolga. 4882
* Bayside Education Centre
  Secretary: Mrs. Di Parker, P.O. Box 74, Manly. 4179
* Beaudesert Education Centre
  Secretary. Miss K. Rous,
  State School, Beaudesert. 4285
* Brisbane Education Centre
  Director: Mr. J. Quinlan, Teachers' Building,
  Boundary St., Spring Hill. 4000
* Brisbane Western Suburbs Education Centre
  Director: Mrs. M. Forbes, Sherwood State School. 4075
* Cairns Education Centre
  Secretary: J. Ollenburg, P.O. Box 1839, Cairns. 4870
* Callide and Dawson Valley Education Centre
  Secretary: Miss E. Elcoate,
  Biloela State School, Biloela. 4715
* Capricornia Education Centre
  Director: Mr. J. Hogan,
  P.O. Box 65, Rockhampton. 4700
* Charleville and District Education Centre
  Secretary: Mr. D. Boston,
  P.O. Box 312, Charleville. 4470
* Chinchilla and District Education Centre
  Secretary: D. Howard,
  Hopelands State School, Hopelands

* Dalby and District Education Centre
  Secretary: Mrs. L. Slatter,
  Dalby South State School, Dalby. 4405

* E.F. Gutekunst Teachers' Centre
  Director: Mr. J. Taylor, P.O. Box 77, Mackay. 4740

* Emerald Education Centre
  Secretary: Mrs. U. Barnett, P.O. Box 153, Emerald. 4720

* Glasshouse Country Education Centre
  Director: Mr. G. Harrison, State School. Maleny

* Gold Coast Education Centre
  Director: Mr. L. Brown, State School, Southport. 4215

* Innisfail District Education Centre
  Secretary: Mr. J. Horton, P.O. Box 932, Innisfail. 4860

* Ipswich Teachers' Centre
  Secretary: Mrs. Jan Cornes, Milford St., Ipswich. 4305

* Lockyer Education Centre
  Secretary: Mr. Nev. Barlow, State School, Gatton. 4343

* Longreach Education Centre
  Secretary. Miss R. Cameron

* Mt. Isa Education Centre
  Director: Mrs. R. Whitelaw, P.O. Box 783, Mt. Isa. 4825

* Port Curtis Education Centre
  Secretary: Sr. Bernice, P.O. Box 128, Gladstone. 4680

* Redcliffe Education Centre
  Co-ordinator: Mr. D. Lergersner, Box 167, Redcliffe. 4020

* Roma and District Education Centre
  Secretary: Mrs. A.E. Green, P.O. Box 185, Roma. 4455

* Southside Education Centre
  Director: Mr. W. Dawson, State School, Wellers Hill. 4121

* Stanthorpe Education Centre
  Director: Mr. N. Irwin, State School, Stanthorpe. 4380

* Sunshine Coast Education Centre
  Director: Mr. C.N. O'Halloran,
  State School, Nambour. 4560

* Toowoomba Education Centre
  Secretary: N. Ritchie, School of Education, Darling Downs
  I.A.E., P.O. Box 128, Toowoomba. 4350

- Townsville and District Education Centre
  Secretary: Ross Worthington, P.O. Box 5461, M.S.O. Townsville. 4810
- Tully and District Education Centre
  Secretary: Ross Favier, P.O. Euramo. 4854
- Warwick Education Centre
  Secretary: Mrs. B. Davidson, P.O. Box 320, Warwick. 4370
- W.H. Hooper Education Centre
  Director: Mr. D. McKay, State School, Minore St., Wavell Heights. 4012

9. *Teachers' Groups*
   A detailed list of these is to be found in E.O.G. Information Statement No.23
10. *Bardon Professional Development Centre*
    Contact Mr. R. Neary, Director ... 36 4199
11. *Curriculum Development*
    P.O. Box 632, Manuka. A.C.T. 2603
12. *Curriculum Branch*
    Brisbane. Contact John Fitzgerald, Staff Inspector/Planning and Services ... 224 7995
13. *Regional Offices*
    - Department of Education
      P.O. Box 33, North Quay. 4000
    - Brisbane – North Regional Office
      P.O. Box 153, Chermside. 4032
    - Brisbane – South Regional Office
      P.O. Box 8, Upper Mount Gravatt. 4122
    - Brisbane – West Regional Office
      P.O. Box 458, Ipswich. 4305
    - Northern Regional Office
      P.O. Box 734, Townsville. 4810
    - Central Regional Office
      P.O. Box 138, Rockhampton. 4700
    - Wide Bay Regional Office
      P.O. Box 142, Maryborough. 4650
    - Darling Downs Regional Office
      P.O. Box 38, Toowoomba. 4350

* South Western Regional Office
  P.O. Box 456, Roma. 4455
* North Western Regional Office
  P.O. Box 259, Longreach. 4730

B. Resource Materials

As the movement towards school-based in-service gathers momentum, more and more resources are becoming available. This study now includes a sample of the material that could be helpful; most of it is available or will soon be available. The list is taken from the In-service folder sent to Catholic Schools and from the North Queensland School-based In-service Education Proceedings, 1977 (mentioned in the annotated bibliography in Appendix I). Both publications do not provide bibliographic details of the resource materials; such information can be obtained by writing to the respective in-service personnel behind both publications.

1. *Project PRAISE (Professional Reading and Information Extracts)*

This lists contents of over 100 educational journals in four areas: Theory and Administration, Learning Difficulties, Subject Areas, Resources. Fast return mail service of articles requested; subscription $10.00 per annum to Southern Tablelands Education Centre, P.O. Box 160, Goulburn, N.S.W. 2580.

2. *Curriculum Branch "Package Programs"*

These are available from Queensland Regional Inspectors and Education Centres. Topics include: resource selection and evaluation, individualising instruction, motivation, discipline, community involvement.

3. *Professional Development Materials and References*

Contact In-service Co-ordinators for details about the cost and availability of the following materials:

* interpersonal communication
* R.U.P.S.
* the problem-solving school
* handbook of structured experiences for Human Relations training
* conference planning
* RAP groups
* personalising education
* audiotutorials
* task orientated team development
* self-evaluation training studies

- diagnosing classroom learning environments
- styles of leadership survey
- diagnosing professional climate of schools.

4. *Past Programs*

Regional Offices and Education Centres have on file details of local school-based programs. One can learn from previous successes and failures.

5. *Professional Resources Directory*

Each region is attempting to compile such a directory of human resources in the region.

6. *The Seven Hats*

This is the title of a kit designed to assist people who are new to the position of supervisor at any level. The program occupies about six hours.

7. *Studies in Management*

A self-instructional kit composed of six units: each unit requires 3–6 hours to complete.

8. *Films*

Confer Film Library Catalogue from Library and Resource Services.

9. *Other Materials Being Trialled in 1978*

- matching the styles of teacher and learner
- school-based curriculum development
- strategies for individualising learning
- evaluating and improving instructor effectiveness
- diagnosis of organisational needs in education.

C. Funds

Money for School-based Teacher Development Programs

The Australian Schools Commission, in stressing the importance of in-service, has allocated funds so that programs in each State can be a reality. Funding occurs in Queensland through the State Development Committee and applications for funding must be sent to the regional branch of the State Development Committee. This body deals with funding for programs conducted by State, Catholic or Independent schools; it is inter-systemic.

The Committee has allocated money to the support of school-based programs which are of two types:

- residential – where the staff of a school, together with other interested parties, conduct an educational program using residential facilities. The committee assists by providing $12.00 per participant per day, plus other funding mentioned later.

* non-residential – programs of shorter duration which require no overnight accommodation.

Regional branches of the Committee have different policies; for example, the Brisbane North Branch of the State Development Committee has imposed a general ceiling of $500.00 on any one submission. The Committee circulates guidelines to all schools in the area on how to submit a claim for funding and details of remuneration, submissions and follow-up:

1. *Remuneration*

* for a senior lecturer employed in a tertiary institution and Inspector of Schools, or persons holding equivalent or more senior positions – $25.75 per hour of lecturing time
* for lecturers other than these, $18.20 per hour of lecturing time
* for any persons assisting lecturers in the fore-mentioned with leadership of workshop discussion groups – $14.60
* should a lecturer not be eligible for the above rates, preparation fees of $10.00 per hour for senior lecturers and $8.00 per hour for other lecturers may be claimed
* for travel expenses of lecturers – return economy air fare plus taxi expenses; re-imbursement of car travel at current government mileage rate (9.5 or 10.5 cents per kilometre)
* for accommodation of lecturers: hotel/motel accommodation or alternative – $25.80 per night
* for participants' expenses: if the program is conducted at a residential venue, the current rate is $12.00 per person per night; petrol and oil expenses over and above the normal home to school expenses may be included in the proposal; cost of meals, afternoon teas may *not* be included; school-based programs which take place between 3 pm – 9 pm on school days attract a $4.00 per head evening meal allowance
* for organisation/administration expenses: funding is allowed for claims on phone calls, duplicating paper, printing, postage, photocopying etc.

2. *Submissions for Funding*

Regional committees stress the importance of organising and presenting submissions along the following lines:

a. *Title of Program*

b. *Date* – proposed date of the program

c. *Originator* of program – reputation, suitability of the organisation or person involved. Is the organisation or person the best one to deal with the proposal?

d. *Need and Purpose* – does the need exist? what is proposed? is the purpose clear and definite and well-documented?

e. *Audience* – for whom is it designed? has it wide application? open to all? number likely to attend?

f. *Staffing* – quality of leadership? other assistance – resource people, consultants, observers, clerical?

g. *Time and Location* – number of hours involved in the program? centre where it will be conducted?

h. *Program* – well-planned and documented? methods to be used – field trips, conferences, seminars, workshops. In-service programs must be based on sound principles of adult education. Pre-program participant involvement should be encouraged; follow-up to programs should be considered and integrated into designs; provision should be made for effective evaluation of the activity.

i. *Anticipated Cost of Program* – budgetary details of lecturer's fees other organisational costs; complete listing of software necessary for the running of the program.

All submissions should be sent to the Secretary of the Regional Branch of the State Development Committee.

3. *Follow-up*

After the completion of a funded program a complete report of the activity should be furnished to the regional co-ordinating board. The report should include details of participants' names, evaluation information and likely outcomes of the program. A detailed statement of the payments with receipts and invoices is to be furnished to the Co-ordinators of In-service Education, together with any cash surplus remaining from the initial grant (all cheques for surplus funds should be made payable to the Department of Education). Associations that receive funding for their programs are using public money for which they are accountable.

* * * * *

Information in this section is taken from –

- Brisbane North Branch of the State Development Committee – Guidelines, 1978
- State Development Committee, Queensland: Policy Statements for the guidance of applicants
- In-service file sent to Catholic Schools in Queensland, 1978.

* * * * *

SECTION VI

GUIDELINES FOR TEACHER-LIBRARIANS ON IN-SERVICE

The following guidelines result from research into library literature and the experience of teacher-librarians who have been involved in teacher development. Others can benefit from their successes and failures. The guidelines, phrased for the most part in positive rather than negative terms, may aid teacher-librarians everywhere as to what will "work" or not "work".

There are currently 180 teacher-librarians in State secondary schools in Queensland: 72 male and 108 female. In State primary schools there are 309 teacher-librarians: 146 male and 163 female. The experience of a few may benefit the many.

1. *School-based in-service needs a supportive school climate*

The word "climate" is hard to define in this context, but experience shows that school-based programs will succeed in changing teachers and school morale only if there is a supportive spirit among the staff. It means that the Principal has to show his help and leadership in a positive way towards any efforts at teacher development; it means that teachers be willing to share, rather than be secretive and suspicious; it means that a teacher-librarian feels he can *ask* for teachers' co-operation in giving up their time and also *receive* this co-operation; it means that teachers need to be secure in themselves to share ideas, resources, without fear of ridicule or of being used.

Most teacher-librarians interviewed said that they did not rush into their in-service work. They felt some anxiety and a great sense of responsibility to teachers that if they attempted anything, it would have to succeed or they would face alienation or resentment from staff.

Life becomes easier for all if there is a positive climate in the school, where teachers can share, speak up, criticise and be criticised when appropriate, plan work together and encourage one another in their work. Even if a Principal offers no help in an in-service program, it has been shown that it can succeed if the participants have a supportive, positive and open attitude.

2. *Be willing to act as in-service co-ordinator in a school if you believe you have the qualities needed.*

In 1978, earlier this year, Queensland State secondary schools introduced

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a system by which a Principal appoints one of the staff as In-service Co-ordinator for the school. Sometimes volunteers are called for the position; sometimes a person is nominated for it or simply given the job. Quite often, Principals approach a teacher-librarian. Sometimes the choice is based on his belief that the teacher-librarian is best equipped for the task; other times it might be a case of the right person appointed for the wrong reason – a mistaken notion that a teacher-librarian has a lighter work load than others on the staff.

Certainly, the teacher-librarian has a lot to offer if he becomes In-service Co-ordinator. So much in-service involves resources, which are his specialty. He meets with practically everyone on the staff in his work; he is often an informal curriculum consultant, may look after the professional collection of teachers' literature, often receives information about in-service courses, and is in touch with other schools.

But something else is needed if a teacher-librarian is to accept the position of In-service Co-ordinator. He must possess a good public relations image with the rest of the staff and be approachable. The position involves administrative ability to help teachers planning in-service and to keep files of relevant information. It requires, also, a person of some initiative, an agent for educational change who is accepted by fellow teachers.

3. *An in-service program should not be centred on the teacher-librarian*

Teacher-librarians interviewed in the course of this study all stressed their conviction that in-service should be planned by a group, not by an individual. In some cases teacher-librarians may be the ones who initiate an in-service program of their own volition or as a result of a Principal's request. But others should then become involved. In secondary schools, where in-service is often subject-centred the subject master/mistress may be the best person to involve in initial planning. In primary schools it may be best to involve a committee in the school and/or advisory teachers.

The reason for this "guideline" is that teachers may see a teacher-librarian imposing his ideas on the rest of the staff if he becomes the one with sole responsibility for the program. Even though he is a *teacher*-librarian, some teachers may still look on him as someone different from themselves, as someone who looks after books rather than children, and as someone liberated from classroom management.

A recent move in Queensland State secondary schools is to have a team of three within a school as the agents for an on-going school-based in-service. This Teacher Development Team would comprise, for example, one of the deputy principals, a subject master and a teacher; they would receive initial training and then further training at seminars and weekends. The idea is to

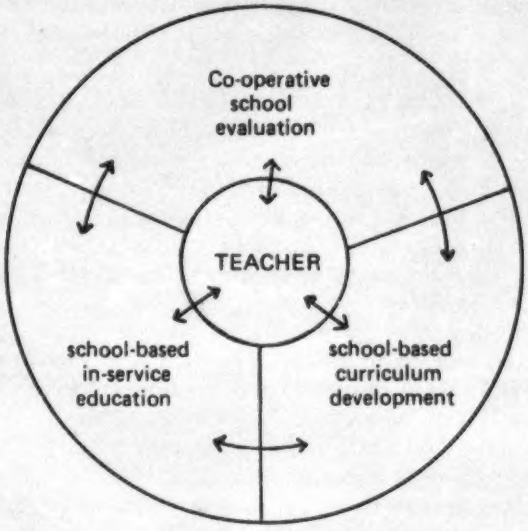
share the burden so that it does not rest on one person's shoulders, and to have a trained team who will pursue a continuing teacher development program.

4. *In-service education should be seen as on on-going process*

There have been some highly successful programs that have been "once off" or "one shot" in-service activities. They may have arisen from a need in the school or may have been the result of an individual's decision that something should be done on some topic or other.

The In-service Co-ordinators in the State and Catholic school systems in Brisbane believe that such is not the ideal approach to in-service. There must be mechanisms within the school for continuing teacher development. Hence, the recent plan to train a team to organise in-service (cf. No.3).

In a booklet reporting a seminar of the Queensland Northern Region, school-based in-service education: proceedings (1977, 2), there is mention that participants saw in-service as only one facet of a school's program, as can be seen in the following diagram:



Co-operative school evaluation may indicate a need for re-education of teachers in certain areas and provide a basis for in-service as an on-going process local curriculum planning can also show up a need for in-service.

The seminar (1977:3) cited L.D. Logan's report on teacher development programs conducted in the Inala district, in which he identified some specific criticisms of in-service programs that tend to be "once off" in origin:

- a low involvement of teachers in decision-making
- a passive role assigned to teachers
- lack of attention given to differences between individuals
- lack of evaluation of the program
- lack of adequate resources
- lack of follow-up support in the school setting
- lack of relevance (perceived) of many programs
- failure to establish clear roles and expectations
- lack of suitable personnel to conduct the in-service
- lack of presentation to teachers of working examples

Because school-based in-service is so new, most schools have not yet caught up with the idea of it being an on-going process. In practically all cases cited in this study, the programs were "once off". Despite this, they achieved a great deal.

But if there is any one weakness in the development of school-based in-service generally, it is the tendency to work within too short a time frame:

> *Some schools respond to a need as it arises – almost in desperation; others gravitate to what is trendy (whether a need exists or not); others stagger from one crisis to another, lacking a clear view of the school's needs and a coherent plan to meet such needs; others make a successful start, and fail to continue their endeavours.*
>
> *(Catholic schools in-service file, 1978:9)*

5. *An in-service program needs to be based on a valid assessment of teacher needs*

Any program has to be tailored to fill the needs of *this* particular school community and the different groups of teachers within this community. The program has to be both appropriate and relevant.

It would be presumptuous, then, of any teacher-librarian to decide what teachers need. He might be able to do this with some success by observation of use of resources or learning or teaching styles. But teachers are likely to resent a program where they have had no chance to express what they want or what they need.

Of course, teachers may not always know what they need or may not be

able to articulate their needs. Sometimes they need help to do this.

The office of Co-ordinator of In-service in State Secondary Schools, Queensland, issued the serial *Impact* for April-May 1978 where the whole of it is devoted to school-based in-service. It contains a practical technique to help teachers identify areas of need. It is based on the belief that people to be affected by changes should be involved in decision-making and planning of the program. The technique, in summary form, is this:

a. Before the meeting of teachers, make them aware of the purpose of the meeting; this is
   * to identify high priority needs
   * to develop a suitable program of in-service to meet the needs.

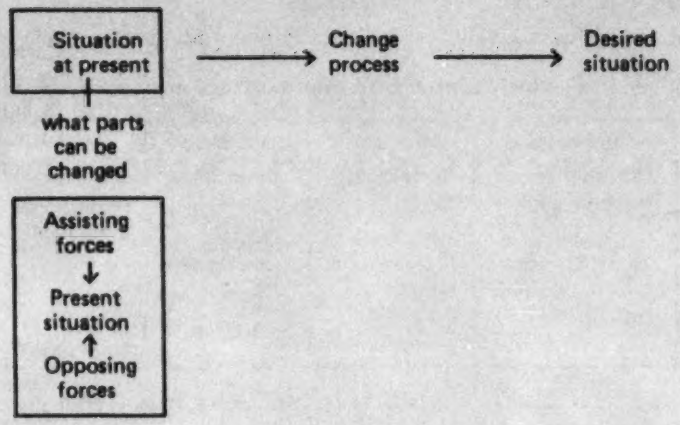
b. At the meeting, a leader divides the whole group into smaller groups of 5 or 8. One member in each group is to volunteer to be a recorder.

c. Individual activity: the leader asks each member to take 10 minutes to record relevant suggestions. He is to think of needs this way:
   * to remedy a deficiency in the school
     (e.g. "I can't find a thing in the library")
   * to maintain the present situation
     (e.g. better system of returning resources)
   * to improve effectiveness
     (e.g. organise new resources)

d. Recording: each member gives his points to the recorder who writes them on paper – 1 point per person. There is no discussion until the points are recorded.

e. Ranking: each member is asked to list the 5–10 needs listed that he considers as most important from the total listing. These can be ranked by giving a number to each. The recorder or leader takes each point and puts beside it the total score allocated by the group.

This is perhaps the most democratic and effective way to find out needs and their priority. From it, one can go on then to the process of change, illustrated on next page:



The needs of teachers should be central to all in-service efforts. Where many programs fail is that they are the result of a superficial survey of teacher interests; they ignore individual differences; they are the result of a principal or other person deciding on the basis of what he wants.

6. *Teachers need to be involved throughout the program*

Resistance to change will be less when teachers feel that the program is theirs, and not something imposed from outside or from above.

The emphasis is on "change", because in-service education is a process for change, planned change. The purpose is "to change institutional practices or conditions by changing people". (Harris, 1969:17)

In many teachers (being human) there is an in-built resistance to change and a certain resentment against anyone wanting to influence their beliefs or their values.

The more, then, that teachers are involved in planning, discussing and being part of the total program, the more they tend to feel it is *their* in-service, and not something imposed. They must perceive that the program is relevant to them, as Bush puts it: "we must give up the ephemeral search for the good teacher and begin to tailor in-service programs for the precise needs of specific individuals and groups of teachers". (1971:66)

7. *Take time to plan and design a program*

One of the strengths of school-based in-service education is that it is initiated by school staff. Outside consultants are brought in only after initial steps are taken by the school personnel.

The following strategy (slightly abridged) is taken from the folder of In-service literature sent to Catholic schools from the Queensland Catholic

Education Office, 1978. It may help initial planning for programs:

Step 1: Consider the parameters of school-based in-service, i.e.

Administration	Curricula	Community	Change
Organisation	Methodology	Facilities	Self-appraisal
Development	Resources	Personnel	Professional development
Leadership	Remediation	Needs	
Communication	Programming	Involvement	Open-ness
Decision-making	Other topics	Other topics	Processes of change
Other topics			Other topics

Step 2: Problem identification and relationships, areas of need

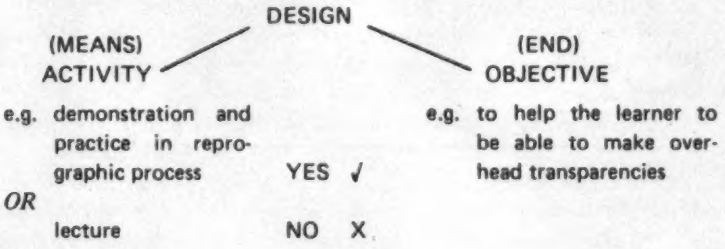
Step 3: Rank order for priority

Step 4: Goal setting and time allowance

Step 5: Staff and consultants planning concerning immediate goals

Step 6: Design of a specific school-based program.

Basically, in-service is a goal-directed activity; it concerns change in individuals and organisational systems. "Design" is an activity to help persons entrusted with planning to select from the available techniques those most likely to achieve the desired results. The process can be shown as follows:



Step 1 in design: draw upon findings on needs and their ranking in priority

Step 2 in design: clarify *GOALS:* these are the broad general outcomes of the in-service activity e.g. to improve the teaching of reading.

Step 3 in design: Clarify *OBJECTIVES:* these are specific statements of behavioural outcomes, stated in performance terms, e.g. to identify reading difficulties using diagnostic tests.
What is the program meant to achieve?
What is the predetermined result that you want?
Experience with in-service programs suggests that the activity is frequently confused with the objective. Sometimes the only objective is to have an in-service program; planners have a vague hope that what they are doing will achieve something worthwhile.

Step 4 in design: Clarify *ACTIVITIES* that will help the group reach the objectives set, e.g. see a demonstration of someone administering a diagnostic test.
There are various activities from which planners can select which is most appropriate: lecture, illustrated lecture, observation, interviewing, brainstorming, group discussion, buzz session, film or video, role-play, excursion, guided practice.

Teacher-librarians interviewed in this study believed that it is best to have a wide variety of activities if the in-service is a long session. The need for variety is a basic human need.

8. *Call on support services for help*

These are listed in section V of this study. It is quite possib'e that a teacher-librarian who is keen to get an in-service program going might consider himself qualified to speak on any aspect of teacher development. Even if this were true, it would be unwise.

Sometimes a teacher is the best teacher of teachers; sometimes you need to call in an expert on a particular field of study. There are many competent people ready and willing to help.

9. *Give teachers something practical to take away from the program*

Very few in-service programs occur during school hours. Most demand that a teacher sacrifices his most precious commodity – *TIME* – his own time, after school, in the evenings, or at weekends. Teachers value their time and feel that if they are asked to give up their time for in-service, then they should get something definite, something helpful and practical from it.

For example, history teachers at Kedron State High School (cf. Section IV of this study), came home from their in-service weekend seminar with

ideas, outlines, lists of resources, units of work to help them for the next semester's work.

In general, teachers who value time are not prepared to go to an after-hour's in-service just to exchange views; most want something out of it for themselves that will save them time or improve their job satisfaction. Teachers also need to see that change will reduce rather than increase their present burden and that their security and autonomy will not be threatened.

10. *Evaluation and follow-up are essential once a program has been completed*

Any school-based program, as mentioned earlier, has to be an on-going procedure. Teacher development can be built into the school if there is a key person (or persons) with special leadership training. Sometimes the teacher-librarian might be one of these people with an in-service responsibility of leadership.

During an in-service program, the leader(s) must be evaluating the activities and seeking feedback. At the end of the program, a definite evaluation must be made: what worked well? why did it? what was most effective? Participants may be asked to fill out a detailed evaluation form concerning their attitude to the program, its content, structure, aims, resources. Finally, much later, comes the long-term evaluation to see if the program has been effective. Did it result in definite changes in structures? changes in attitudes? changes in behaviour? why or why not?

One program on its own can easily collapse and prove fruitless. It needs further follow-up and support from the hierarchy in the school and support of teachers for one another.

Finally, in-service education planning and evaluation should be "based on a teacher-development model rather than a teacher-defective model". (Dore and Logan, 1976:16) This implies a positive attitude towards in-service as personal and professional growth, a normal part of a teaching career.

SECTION VII

CONCLUSION

Since the whole concept of in-service is so recent, it is understandable that a teacher-librarian who wishes to initiate or participate in some form of in-service in the school will look for literature to help him. Very little has been written on this role of the teacher-librarian; yet a great deal has been achieved by individuals who have ventured into this area.

This study has tried to collate the literature (scarce as it is) and to publicise what some teacher-librarians have achieved. It has tried to combine theory and practice, together with presenting a directory of people to contact, sources of information and funding.

Finally, it has furnished the teacher-librarian with practical guidelines about how to go about in-service programs.

Such a guidebook and directory should be of great value to a teacher-librarian.

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APPENDIX I

ANNOTATED BIBLIOGRAPHY OF SPECIFIC RESOURCES

The following are a few booklets that will prove most valuable for the teacher-librarian who is involved in formal in-service education programs. They are available (at least, they can be borrowed) from the offices of the Co-ordinators of In-service Education.

1. *School-based In-service Education*

Proceedings of North Queensland Seminar series, October–November, 1977. The booklet, in duplicated format, lacks publication details, but on the last page there is a note:

> *"For further information, contact Gary Swayn, Secretary, Northern Region Branch, State Development Committee, P.O. Box 5461 M.S.O. Townsville, 4810."*

It contains the seminar proceedings that link school-based in-service with co-operative school evaluation and school-based curriculum development. It outlines criticisms made of many in-service programs, and lists characteristics of successful programs. Finally, it ends with 8 pages of information on support services, structures and organisations involved in school-based ventures, details on funding and resources. While some information is applicable only to North Queensland, much is useful to anyone involved in in-service planning.

2. Batten, Margaret, *In-service Education for Teachers: A Review of the Literature.* Melbourne, A.C.E.R. and Monash University, 1974.

This is one volume in the Victorian In-service Education Evaluation Project, prepared by Margaret Batten. Other volumes in the Project include: "Questionnaire to Teachers", "Detailed Studies of In-service Education Programs", "Administration of In-service Education in Victoria 1973–1976".

This particular volume will be of most value for the teacher-librarian because it presents an overview of the topic, an analysis of overseas in-service developments, content, structure, methods of in-service, together with research findings and recommendations. Its 13 pages of bibliography are a gold mine of information on in-service literature up to 1974.

3. Dore, C.K. and Logan, L.D., *The Perceived and Real In-service Needs of Primary School Teachers in Queensland – Some Findings and Programs.* Brisbane, South Pacific Association of Teacher Education, 1976.

This booklet contains the results of a survey of 1,000 primary school teachers in Queensland on in-service needs and contrasts some of the findings with those of the Briody Report of 1974. It then makes eight recommendations regarding in-service for the future.

4. *Impact*, Queensland Department of Education, No.34 & 35, April–May 1978.

The whole issue is devoted to school-based in-service and teacher development. It provides copious quotations from literature to support school-based programs, gives practical techniques for implementing programs and provides samples of programs conducted in some schools. The issue was compiled in the office of the Co-ordinator of In-service Education (Secondary), and published by the Information and Publications Branch.

APPENDIX II

INSTRUMENT USED TO GAIN RELEVANT INFORMATION FROM TEACHER–LIBRARIANS

School-based Teacher In-service

1. Brief description of in-service you have been able to do:
2. Was it a once-only thing or part of an on-going program?
3. When was it conducted?
4. Where was it conducted?
5. Who initiated it?
6. Did it arise from the needs of teachers?
7. If so, how did you determine these needs?
8. What led up to it?
9. Was any survey conducted?
10. Did you apply for any funding?
11. If so, what amount?
12. Who directed the program?
13. Was it designed by a committee?
14. If you were a participant, were you involved as teacher-librarian in the planning of the program?
15. What was the Principal's support and involvement?
16. What support services were used? personnel and materials?
17. Was any evaluation done as to the effectiveness of the program?
18. How was this done? methodology?
19. Did it work? why or why not?